DOCUMENT RESUME

ED 140 279 CS 003 523

AUTHOR Britton, Gwyneth E.; Lumpkin, Margaret C.
TITLE For Sale: Subliminal Bias in Textbooks.
PUB DATE [76]
NOTE 27p.; Report prepared at Oregon State University

EDRS PRICE MF-$0.83 HC-$2.06 Plus Postage.
DESCRIPTORS Bias; Content Analysis; Elementary Secondary Education; *Ethnic Stereotypes; *Sex Role; *Sex Stereotypes; *Textbook Bias; *Textbook Content; *Textbook Research

ABSTRACT

Between 1972 and 1975, textbook publishers have issued position papers and guidelines for authors which both identify the areas of bias (sex, race, and career) hidden in public school textbooks and suggest alternative measures for authors and editors to consider in order to avoid these biases. This study was begun in 1972 to determine whether objective analysis and documentation would show that positive steps were being taken to eradicate textbook bias. Textbooks were analyzed in 48 reading, literature, and social studies series published during the years 1958-1976. Comprehensive analysis of preguideline texts (1958-1970) and postguideline texts (1974-1976) shows that only minimal changes have resulted: major character assignments changed from 60% to 61% in the newer editions, major female roles changed from 14% to 16%, major ethnic-minority male roles changed from 9% to 12%, and major ethnic-minority female roles changed from 2% to 4%. Tables of findings and lists of references and of the textbooks analyzed are included. (JM)

**********
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
**********

ED140279

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

MANUSCRIPT

Submitted to: ERIC Clearinghouse on Reading
and Communication Skills
National Council of Teachers of English
1111Kenyou Road
Urbana, Illinois 61801

For Sale: Subliminal Bias in Textbooks

Authors

Dr. Gwyneth E. Britton
Associate Professor, Education (Reading Research)
Oregon State University
Corvallis, Oregon
(503-754-4721 or 503-753-7629)

and

Dr. Margaret C. Lumpkin
Professor of Education (Psychology/Women's Studies)
Oregon State University
Corvallis, Oregon

"PERMISSION TO REPRODUCE THIS COPYRIGHTED MATERIAL HAS BEEN GRANTED BY

Gwyneth E. Britton
Margaret C. Lumpkin

TO ERIC AND ORGANIZATIONS OPERATING UNDER AGREEMENTS WITH THE NATIONAL INSTITUTE OF EDUCATION. FURTHER REPRODUCTION OUTSIDE THE ERIC SYSTEM REQUIRES PERMISSION OF THE COPYRIGHT OWNER."

CS003523

BRITTON/LUMPKIN
OREGON STATE UNIVERSITY
CORVALLIS, OREGON

# FOR SALE: SUBLIMINAL BIAS IN TEXTBOOKS

Parents and educators have been reassured by publishers guidlines that the sex/race/career bias hidden in public school textbooks has been eradicated.

Textbook publishers acknowledge the charges of biased textbook materials and have responded in a variety of ways. The most common response of the 1972/1974 era was the publication of guidelines for authors; position papers promising the eradication of bias and cursory "in-house" documentation.

Publishing house "guides" identify the areas of bias as target concerns and suggest alternative measures for authors and editors to consider when writing or approving new material for textbooks.

These guides were offered to worried parents and teachers who were hoping to see a diminishing of bias in materials that their sons and daughters were reading. Eloquent statements in the guides accompanied by understanding expressions of the issues by publishing houses served to reduce the anxiety expressed by some.

In 1972 Scott Foresman supported an alteration of textbook material relative to bias and inequities in representation as revealed in the following statement:

> Although many factors determine the contents of textbooks--authors, permissions, space, time, money, the market, etc.--these limitations should not be used to excuse bias, prejudice, or insensitivity.
>
> ...Women and girls should be given the same respect as men and boys.

Ginn and Company expressed their views in 1973 as follows:

> Educational materials teach far more than information and a way of learning. In subtle--often unconscious--ways, the tone and developemnt of the content and the illustrations foster in a learner positive or negative attitudes about self, race, religion, regions, sex, ethnic and social class groups, occupations, life expectations, and life chances. Inadvertent bias, as often the result of omission as commission, can influence the impact of educational programs.
>
> ...The company is obviously, concerned about the needs of its customers and intends to handle these needs with fairness and a sensitive regard for cultural, ethnic, regional, and racial differences. In accord with this concern, Ginn and Company is seeking to insure that all its programs be promoted and presented in an open, sensitive manner with no recourse to exploitation of multi-ethnic, racist, or sexist themes.

McGraw-Hill Book Company in 1974 recognized a need for change and stated:

> Specifically these guidelines are designed to make McGraw-Hill staff members and McGraw-Hill authors aware of the ways in which males and females have been stereotyped in publications; to show the role language has played in reinforcing inequality; and to indicate positive approaches toward providing fair, accurate, and balanced treatment of both sexes in our publications...Women and men should be treated with the same respect, dignity, and seriousness. Neither should be trivialized or stereotyped, either in text or in illustrations. Women should not be described by mental attributes or professional position. Instead both sexes should be dealt with in the same terms. References to a man's or women's appearance, charm or intuition should be avoided when irrelevant.

The Macmillan Company guide (1975) provided additional insights and paradoxically crystalizes the issue by providing numerous examples of subliminal persuaders:

> These children are not simply being taught mathematics and reading; they are also learning--sometimes subliminally--how society regards certain groups of people. In the case of that young girl or minority child, they might deduce from their reading that they are somehow second class citizens, and that one type of person has less value than another.

This subliminal repetitious implanting of bias influences their life long aspirations; indeed it leaves a permanent distorted imprint upon our children's most precious future. It not only limits their choices in terms of life styles and career selections but it distorts their self image and the images of the opposite sex as well as of ethnic minority groups. In essence, it encourages sex/race stereotyping and career role restriction.

Macmillan Company further informs us that:

> Modern textbooks rarely offend groups of people by direct statements. More often, the social judgment is implied, making it all the more damaging for its subtlety.
>
> ...As the guidelines assert, in their treatment of the sexes, one of the most insidious ways in which thoughtlessly prepared educational materials can do their damage is by implying what is and what is not "permissible" behavior.

Macmillan Company concludes with the statement:

> It is the policy of Macmillan Publishing Company to publish educational materials that give children an unbiased view of the full range of human potential.

A sample from Holt, Rinehart, and Winston Company's Guide of February, 1975, a late arrival in the art of publishing egalitarian statements reminds us that:

> Because educational materials influence the development of the attitudes students carry into adult life, Holt, Rinehart and Winston consider it important that the values and societal roles suggested in instructional materials be positive ones, and that they be as free as possible from bias, stereotypes, and career-role restriction.

The Holt Company further states:

> Children absorb more subliminally than authors and editors may realize. It is therefore necessary that we develop sensitivity to bias in educational materials, both to correct the inequities that exist today, and to prepare children for the world they will enter when they finish their education.

A final poignant and insightful statement by Matina S. Horner in the preface to the Macmillan Company Guide summarizes the essence of the issue:

> From the books we read, the stories we hear and the "models" we observe, we develop an awareness of expected categorical distinctions within our society. Gradually, by a process or continual reinforcement, we adopt existing cultural norms in such a way that they become capaole of exerting subtle psychological pressures on us. The exercise of these norms as internalized criteria against which we then judge the aspirations, feelings, and behavior of ourselves and others tends to perpetuate the existing categorical distinction. As a consequence, many otherwise motivated and capable individuals are constrained from being--or even aspiring to be--all that they are capable of becoming.

Since these and other publishers identified the problems and acknowledged the importance of basic equalitarian balues being instilled in our children, parents were greatly reassured that the needed changes would be

forthcoming in the subsequent editions. Understanding statements from publishing houses implied that existing bias and inequities would be corrected. The anxieties of the concerned consumers were allayed. "Sexism? Racism? Career Bias? Haven't you been reading the guidelines? This problem was corrected several years ago!"

The newer editions are here. What changes have appeared in textbooks as a result of the enlightened egalitarian stance of publishers as espoused in their bias guidelines? Have the guidelines been adhered to or were they merely generated to reassure textbook commissions, school boards, concerned citizens groups, parents, ad infinitum?

COMPARATIVE ANALYSIS

A comparative analysis of research data was undertaken to respond to the questions of changes in textbooks relative to bias and career role stereotyping after the publication of the guidelines. Astudy was made to determine if objective analysis and documentation could support the notion that positive steps were being advanced in the direction of eradication of bias in textbooks.

This research, initiated in 1972, included objective textbooks analyses for bias in 48 reading, literature and social studies series published during the years 1958-1976. Procedures entailed a systematic recording and tabulation of not only the Anglo major characters and career roles in which they were shown, but also the ethnic minority major characters and the career roles in which they were shown.

The researchers:

1) Counted male/female major character roles.

2) Counted and listed male/female career roles.

3) Counted ethnic male/female major character roles.

4) Counted and listed ethnic male/female career roles.

The analysis included the assessment of 15,928 stories/chapters from 48 reading, literature, and social studies series for grades 1 through 12 as shown in Table 1.

The comprehensive analysis of the 15,928 selections showed males in 53% of the major character role assignments and females in 13% of the major character role assignments with 34% of the stories assigned to the category of Other. The category of Other included stories which showed boys/girls equally as major characters, neuter animals, entire races, or inanimate objects. Ethnic minority males were assigned major character roles in 10% or 1555 stories and females in 3% or 436 stories. The ethnic minority category of Other showed 3% or 538 stories as noted in Table 2. Different career roles assigned to either sex revealed an imbalance in terms of the limited number of careers assigned to females.

PRE-GUIDELINE TEXTS

Those texts published between 1958-1970 were designated as texts published prior to the appearance of guidelines from publishing houses. This included 19 different reading and literature series and incorporated the analysis of 4,330 stories. The findings shown in Tables 3 and 4 document the fact that males were assigned 60% of the major character roles in contrast to 14% assigned to females. The category of Other was 26%. The ethnic minority groups showed 9% male major character role assignments as contrasted with female major character role assignments of 2%. The ethnic minority category of Other showed 2%.

POST GUIDELINE TEXTS

Textbooks published during the 1974-1976 period were designated as material appearing for the most part after the guidelines had been printed and should reflect changes in terms of bias as outlined by publishers. These series included 11 publications totaling 3,256 stories/chapters analyzed as shown in Tables 5 and 6. The documentation indicates that 61% of the stories were assigned to males as major characters, with 16% assigned to females as major characters and 23% assigned to the category of Other. Ethnic minority males were assigned to major character roles 12% or 379 times. Monority females were shown as major characters 4% of the time or in 139 roles. The ethnic minority category of Other indicated 2% or 54 stories.

CAREER ROLE BIAS

The imbalance in career role assignments continue to appear. For example, the 1976 edition of Ginn and Company Reading 720 Series (Grades 1-6) shows 298 different career roles assigned to adults in the illustrations or the text. Males of all races were shown in 249 different career roles or 84% and females were depicted in 49 different career roles or 16%. Ethnic minority males were assigned to 34 different career roles and females to 14.

SUMMARY

After studying the 1958-1970 editions and comparing them with the 1974-1976 editions it appears as if only minimal changes have resulted in terms of major character role assignments. For example, male major character assignments increased by 1% from 60% to 61% in the newer editions, and female major character role assignments changed from 14%

to 16% an increase of 2%.

The ethnic minority male major characters showed an increase of 3% thereby advancing from 9% to 12%. The ethnic minority female recorded a 2% increase in majore character assignments from 2% to 4%.

CONCLUSIONS

After the printed expressions of concern, publishers could have made a substantive attempt to equalize the inequities--however, the evidence is to the contrary. Changes have been minimal, the "new" product appears to be teaching the same"hidden curriculum" as the preceding series. The great disparity remains between male/female representation as major characters in textbook series.

Is there any motivation for publishers to modify a product which is so lucrative as it is currently written? According to the Bowker report in the June, 1976 issue of Publishers Weekly, the publishers' stake in the educational market is considerable with a realization of almost 2 billion dollars in sales as of 1975 according to Table 7. Dow Jones Average between 1974-1976, is there any financial impetus to change? After studying Table 8 it appears as if resistance to change has been quite profitable from a financial point of view.

What about the humanistic point of view? Certainly, the publication of a policy statement in the format of a small guide is less expensive than a major revision in terms of the quality and quantity of stories included about females and minorities. Publishers seem more inclined

to publish the guidelines than take measurable, objective actions to enforce them. Unfortunately, the child consumers do not read the guides and so are unaware of the subliminal subconscious persuaders within each textbook which continue to subtly convey attitudes, values and images of people in our society.

How can the consumer's parents make judgments? Many began to ask for objective evaluation and documentation of the newer materials by persons without vested interests in the publishing business. Not authors, editors, public relations directors but independent researchers should be conducting evaluations by objective standard procedures. In order to verify the documentation other researchers using the same procedures could duplicate the study and obtain similar findings. The findings should be available to all.

Merely acknowledging a problem does not remove it. And guidelines without timetables and procedures for enforcement and monitoring will not remove bias from textbooks.

Parents' and educators' concerns are fostered by the realization that attitudes, values, images of people in our society are conveyed to our youngest citizenry via educational media which they are legally bound to read during their shcool years. Prejudices and limitations are conveyed that may last a lifetime.

The First Amendment guarantees freedom of press and speech to textbook publishers. Which amendment guarantees all of our children the freedom to read about themselves as equally worthy humans?

REFERENCES - 1

1. Avoiding Stereotypes, Boston, Houghton Mifflin Company, 1975.

2. Britton, Gwyneth E. "Sex Stereotyping and Career Roles." Journal of Reading, Vol. 17, No. 2 (November, 1973), pp. 140-148.

3. Britton, Gwyneth E. "Primers for Prejudice." The Reading Letter, Vol. No. 4 (June 15, 1975), pp. 5-7.

4. Britton, Gwyneth E. "Danger: State Adopted Texts May Be Hazardous To Our Future." The Reading Teacher, Vol. 29, No. 1 (October, 1975), pp. 52-58.

5. Carpenter, E. and K. Hayman. "They Became What They Beheld." New York, New York: Outerbridge and Lazard, 1970.

6. Dixon, N.F. "Subliminal Perception: The Nature of Controversy." London: McGraw-Hill, 1971.

7. Ginn and Company Treatment of Minority Groups and Women. New York, New York: Ginn and Company, 1973.

8. Grannis, Chandler B. "1975 Publishing Statistics: What the Figures Show." Publishers Weekly, Vol. 209, No. 26 (June, 1976), pp. 44-46.

9. Guidelines for the Development of Elementary and Secondary Instructional Materials: The Treatment of Sex Roles. New York: Holt, Rinehart and Winston, Inc., 1975.

10. Guidelines For Improving The Image of Women In Textbooks. Illinois: Scott, Foresman and Company, 1972.

11. Guidelines For Creating Positive Sexual and Racial Images In Educational Materials. New York: Macmillan Publishing Company, 1975.

12. Guidelines For Equal Treatment of the Sexes in McGraw-Hill Book Company Publications. New York, New York: McGraw-Hill Book Company, 1974.

13. Hayakawa, S.I. "The Use and Misuse of Language." New York, New York: Fawcett, 1964.

14. Human Behavior, A Child's Garden of Sexism and Racism. Los Angeles, California: June, 1976.

15. Marten, L.A. and M.W. Matlin. "Does Sexism in Elementary Readers Still Exist?" The Reading Teacher, Vol. 29, No. 8 (May, 1976), pp. 764-767.

16. Piaget, J. "The Mechanisms of Perception." London: Routledge and Kegan, 1969.

17. Miele, Madeline, Roberta Moore, Sarah Prakken, Editors. The Bowker Annual of Library and Book Trade Information With Cumulative Index 1972-1976, 21st Edition. New York: R.R. Bowker Company, A Xerox Education Company, 1976.

REFERENCES - 2

TEXTBOOK SERIES ANALYZED


| | | | |
|---|---|---|---|
| 1. Allyn and Bacon | Sheldon Basic Reading Series | Grades 1-8 | 1968 |
| 2. Allyn and Bacon | Sheldon Basic Reading Series, Pacing Edition | Grades 1-6 | 1973 |
| 3. Beckley-Cardy | Cowboy Sam | Grades PP-1 | 1958-64 |
| 4. Beckley-Cardy | Sailor Jack | Grades PP-1 | 1960 |
| 5. Beckley-Cardy | Dan Frontier | Grades 1-3 | 1961 |
| 6. Benefic | Tom Logan Series | Grades 1-3 | 1966-71 |
| 7. Benziger, Inc. | The Linguistic Readers | Grades 1-3 | 1971 |
| 8. Charles E. Merrill Publishing Co. A Bell & Howell Company | The Merrill Linguistic Reading Program | Grades 1-6 | 1975 |
| 9. D. C. Heath | Reading | Grades 1-3 | 1973 |
| 10. D. C. Heath | Reading Perspectives | Grades 1-6 | 1975 |
| 11. Economy Company | Phonetic Keys to Reading | Grades 1-6 | 1967 |
| 12. Economy Company | Keys to Reading | Grades 1-6 | 1972-74 |
| 13. Economy Company | Keys to Reading | Grades 1-6 | 1975 |
| 14. Field Educational Publications | The Cornerstone Readers | Grades 1-5 | 1970 |
| 15. Ginn and Company | Reading 360 | Grades 1-6 | 1969 |
| 16. Ginn and Company | Reading 360 | Grades 1-8 | 1973 |
| 17. Ginn and Company | Voices in Literature, Language, and Composition | Grades 7-9 | 1974 |
| 18. Ginn and Company (Xerox) | Reading 720 | Grades 1-6 | 1976 |
| 19. Globe Book Company | Living City Adventures | Grades 7-12 | 1970 |
| 20. Harcourt Brace Jovanovich, Inc. | Palo Alto Reading Program | Grades 1-3 | 1973 |

REFERENCES - 2 (Cont.)


| | | | |
|---|---|---|---|
| 21. Harcourt Brace Jovanovich, Inc. | The Bookmark Reading Program | Grades 1-6 | 1974 |
| 22. Harper Row | Design for Reading | Grades 1-8 | 1972 |
| 23. Holt, Rinehart, Winston, Inc. | Sounds of Language | Grades 1-6 | 1966 |
| 24. Holt, Rinehart, Winston, Inc. | Holt Impact Series Level I, II, III | Grades 7-9 | 1968, 1970, 1971, 1973 |
| 25. Holt, Rinehart, Winston, Inc. | Holt Data Bank | Grades 1-6 | 1972 |
| 26. Holt, Rinehart, Winston, Inc. | The Holt Basic Reading System | Grades 1-6 | 1973 |
| 27. Houghton Mifflin | Action Series | Grades 7-9 | 1970-71 |
| 28. Houghton Mifflin | Directions | Grades 7-9 | 1972 |
| 29. Houghton Mifflin | Houghton Mifflin Reading Series | Grades 1-8 | 1974 |
| 30. Houghton Mifflin | The Houghton Mifflin Reading Series | Grades 1-6 | 1976 |
| 31. ita Publications | Early-to-Read | Grades 1-3 | 1964-66 |
| 32. J. B. Lippincott | Basic Reading | Grades 1-6 | 1975 |
| 33. Jones, Kenilworth, Bracken | Specific Reading Skills | Grades 1-6 | 1973 |
| 34. Lyons and Carnahan | Young America Basic Reading Program | Grades 1-8 | 1972 |
| 35. Macmillan | The Macmillan Reading Program | Grades 1-6 | 1965 |
| 36. Macmillan | The Bankstreet Readers | Grades 1-3 | 1966 |
| 37. Macmillan | Series r | Grades 1-6 | 1975 |
| 38. McGraw Hill | Programmed Reading | Grades 1-3 | 1973 |
| 39. New Dimensions | Alpha One | Grades K-1 | 1972-73 |
| 40. Open Court Publishing Company | Open Court Basic Readers | Grades 1-6 | 1967 |

REFERENCES - 2 (Cont.)


| | | | |
|---|---|---|---|
| 41. Random House | Structural Reading Program | Grades K-3 | 1972 |
| 42. Reader's Digest | Reader's Digest Skill Builders | Grades 1-10 | 1959, 1966, 1968 |
| 43. Science Research Associates | The SRA Basic Reading Series | Grades 1-6 | 1965-68 |
| 44. Science Research Associates | SRA Distar Supplementary Readers | Grade 3 | 1973 |
| 45. Scott Foresman | The New Basic Readers, Curriculum Foundation Series | Grades 1-6 | 1965 |
| 46. Scott Foresman | Reading Systems | Grades 1-6 | 1971-72 |
| 47. Scott Foresman | America Reads Literature Program | Grades 9-12 | 1973 |
| 48. Scott Foresman | The New Open Highways | Grades 1-8 | 1974 |

REFERENCES - 3

1. Britton, G. and Lumpkin M. A Consumer's Guide to Sex, Race & Career Bias in Public School Textbooks. Corvallis, Oregon: G. Britton & Associates, Inc., 1977.

2. Child, I.L., E.H Potter, E.L. Levine. "Chilfres's Textbooks and Personality Development: An Explanation in the Social Psychology of Education." Psychological Monagraphs, 60, No. 3, 1946, pp. 1-54.

3. DeCrow, K., S. Anderson, Ed. "Look, Jane, Look! See Dick Run and Jump! Admire Him!" Sex Differences and Discrimination in Education. Worthington, Ohio: Charles A. Jones, 1972.

4. Frasher, R. and A. Walker. "Sex Roles in Early Reading Textbooks." The Reading Teacher, Vol. 25 (May, 1972), pp. 741-9.

5. Graebner, D.B. "ADecade of Sexism in Readers." The Reading Teacher, Bol. 26 (October, 1972.

6. Grambs, J.D. "Sex Stereotypes in Instructional Materials, Literature, and Language: A Survey of Research." Women Studies Abstracts, I (Fall, 1972), pp. 1-4, 91-94.

7. Grambs, J.D. and W.B. Waetjen. Sex: Does It Make A difference? North Scituate, Massachusetts: Duxbury Press, 1975.

8. Gunderson, D.V. "Sex Roles in Reading and Literature." Paper presented at the meeting of the American Educational Research Association, Chicago, April, 1972.

9. Jacklin, C.,M. Heiners, H.N. Mischell, and C.Jacobs. As the Twig is Bent: Sex Role Stereotyping in Early Readers. Unpublished manuscript, Department of Psychology, Stanford University, 1972.

10. Maccoby, Eleanor E. and Carol N. Jacklin. The Psychology of Sex Differences. Stanford: Stanford Press. 1974.

11. National Education Association. How Fair Are Your Child's Textbooks? Panphlet, stock no. 051-02228, order from American Education Week, P.O. Box 327, Hyattsville, MD 20781.

12. Packard, Vance. The Hidden Persuaders. New York: David McKay, 1957.

13. Toffler, Alvin. Future Shock. New York: Random House, 1970.

14. Women on Words and Images. Dick and Jane As Victims: Sex Stereotyping in Children's Readers. Princeton, New Jersey, N.O.W., 1972.

15. What Do You Expect? An Inquiry Into Self Fulfilling Prophecies. Insel, P. and L. Jacobson, Editors. Menlo Park, California: Cummings Publishing Company, 1975.

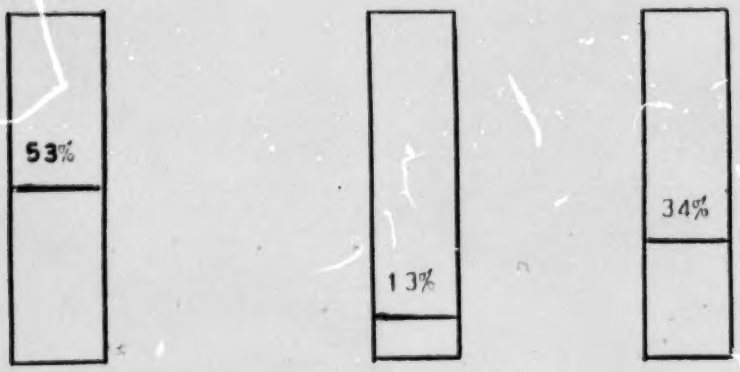
BRITTON/LUMPKIN
OREGON STATE UNIVERSITY

TABLE 1

Textbooks published (1958-1976) showing major character analysis by sex for grades 1-12

Total Selections=15,928 Total Series=48

| Male | Female | Other |
|---|---|---|
| n=8457 | n=2086 | n=5385 |



BRITTON/LUMPKIN
OREGON STATE UNIVERSITY

TABLE 2

Textbooks published (1958-1976) showing ethnic major character analysis by sex for grades 1-12

Total Selections=15,928 Total Series=48

| Male | Female | Other |
|---|---|---|
| n=1555 | n=436 | n=538 |

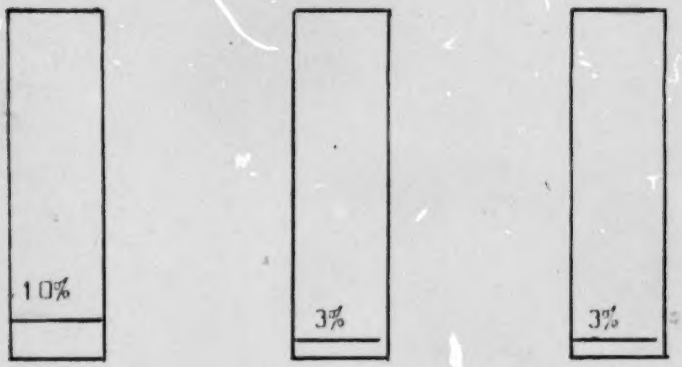


TABLE 3

Textbooks published prior to guidelines (1958-1970) showing major character analysis by sex for grades 1-10

Total Stories=4330 Total Series=19

| Male | Female | Other |
|---|---|---|
| n=2583 | n=597 | n=1150 |

TABLE 4

Textbooks published prior to guidelines (1958-1970) showing ethnic major character analysis by sex for grades 1-10

Total Stories=4330 Total Series=19

| Male | Female | Other |
|---|---|---|
| n=403 | n=91 | n=85 |

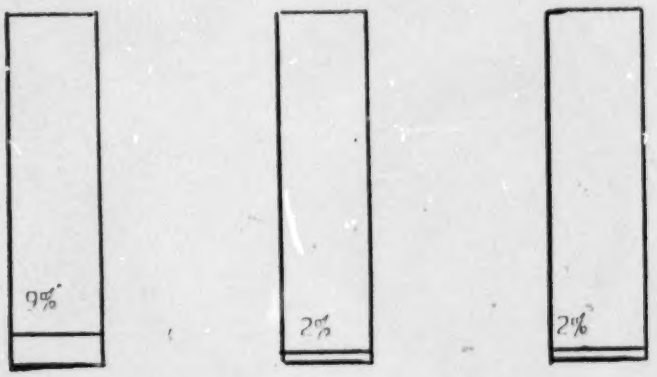


TABLE 5

Textbooks published post guidelines (1974-1976) showing major character analysis by sex for grades 1-12

| Total Stories=3256 | | Total Series=11 |
|---|---|---|
| Male | Female | Other |
| n=2002 | n=513 | n=741 |

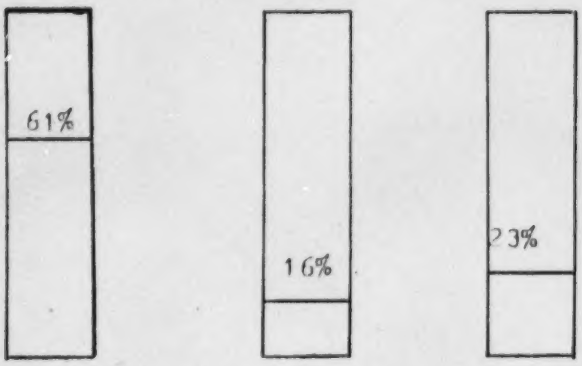
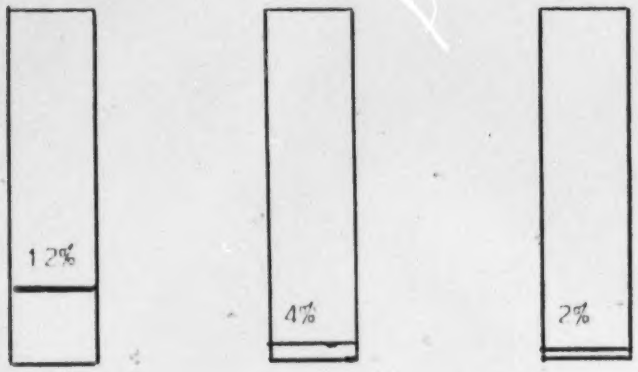


TABLE 6

Textbooks published post guidelines (1974-1976) showing ethnic major character analysis by sex for grades 1-12

Total Stories=3256 Total Series=11

| Male | Female | Other |
|---|---|---|
| n=379 | n=139 | n=54 |



BRITTON/LUMPKIN
OREGON STATE UNIVERSITY
18 August 76

TABLE 7

## Estimated 1975 Sales of Books and Materials in the Educational Market: Domestic Sales

Millions of Dollars

| | Total Market | | ELHI Textbooks | | College Textbooks | | AV and Other Media | | Mass Market Paperbacks | | General Books | | Subscription Reference Books | | Maps | | Standardized Tests | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | $ | % | $ | % | $ | % | $ | % | $ | % | $ | % | $ | % | $ | % | $ | % |
| ELHI | 1090 | 100 | 579 | 53 | 22 | 2 | 230 | 21 | 45 | 4 | 159 | 15 | 14 | 1 | 11 | 1 | 30 | 3 |
| College | 716 | 100 | 24 | 3 | 424 | 59 | 19 | 3 | 22 | 3 | 220 | 31 | 4 | * | 2 | * | 1 | * |
| Total | 1806 | 100 | 603 | 33 | 446 | 25 | 249 | 14 | 67 | 4 | 379 | 21 | 18 | * | 13 | * | 31 | 2 |

Extracted from AAP report, Table T2. Data for "AV and Other Media" are supplied to AAP by Educational Media Producers Council, National Audiovisual Association.

% = Percent Share of Market.
*Denotes less than 1 percent.

PUBLISHERS WEEKLY June 28, 1976 P. 46

TABLE 8

BOOK PUBLISHING STOCK AVERAGE
(Market Performance 12/31/74 vs. 1/15/76)

| | Price 12/31/74 | Price 1/15/76 | Percentage Gain |
|---|---|---|---|
| Addison-Wesley | 6* | 7⅞* | 31% |
| Harcourt Brace Jovanovich | 14¾ | 25 | 69 |
| Harper & Row | 4½* | 8⅜* | 86 |
| Houghton Mifflin | 6 | 14⅝ | 144 |
| J. B. Lippincott | 2½ | 4½ | 80 |
| Macmillan | 3½ | 5 | 43 |
| McGraw-Hill | 6 | 15 | 150 |
| Prentice-Hall | 18⅜ | 24 | 31 |
| Scott, Foresman | 8 | 17 | 113 |
| John Wiley & Sons | 7¼* | 15* | 107 |
| Book Publishing Stock Average (12/31-73=100) | 90 | 166 | 85 |
| Dow Jones Industrial Average | 616 | 930 | 51 |
| Value Line Composite Average | 49 | 78 | 59 |

*Bid price in Over-The-Counter Market

*Note:* Reprinted from *Publishers Weekly*, February 2, 1976.

Page 192

The Bowker Annual of Library & Book Trade Information with Cumulative Index 1972-1976, 21st Edition, 1976